



RICHLAND NORTHEAST HIGH

7500 Brookfield Road
Columbia, South Carolina

Grades	7-12 Middle School	
Enrollment	1,517 Students	
Principal	Ralph Schmidt	803-699-2800
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	Below Average
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

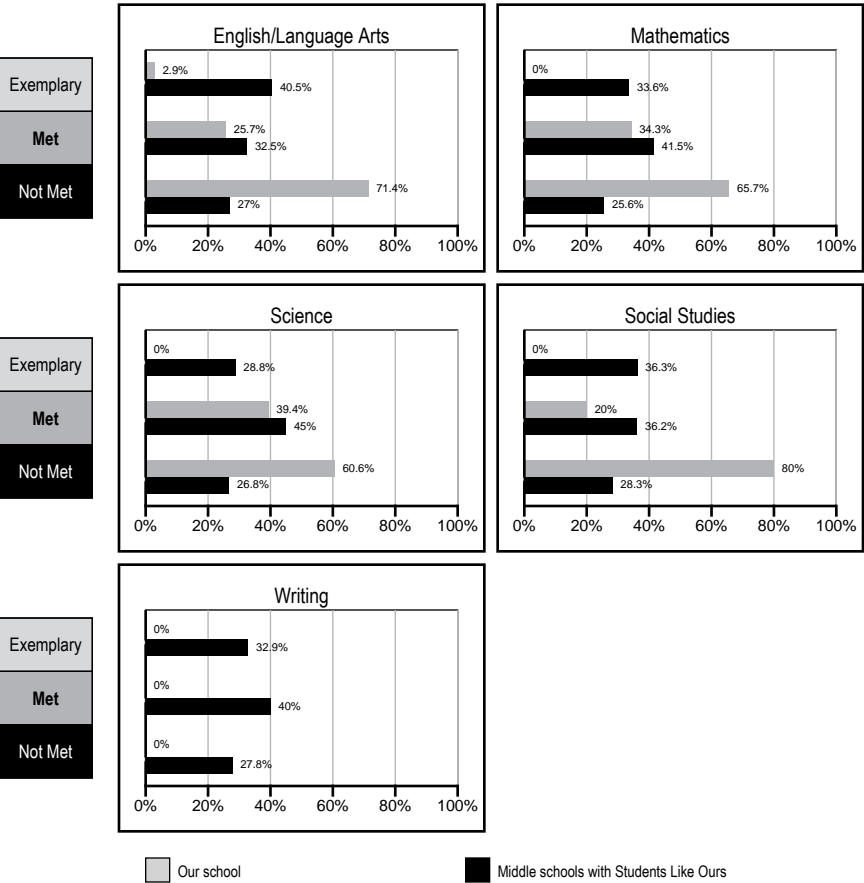
100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	21	18	0	1

* Ratings are calculated with data available by 11/07/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	98.3%
English 1	55.6%	93.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	11.1%	18.3%
US History and the Constitution	N/A	N/A
All Subjects	33.3%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,517)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	31.3%	24.5%
Retention rate	5.4%	Down from 6.0%	0.8%	0.7%
Attendance rate	95.7%	Down from 97.2%	96.1%	95.9%
Served by gifted and talented program	14.5%	Down from 16.3%	21.3%	17.8%
With disabilities other than speech	9.5%	No Change	8.8%	9.2%
Older than usual for grade	8.3%	Down from 9.7%	1.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.6%	Down from 2.9%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=107)				
Teachers with advanced degrees	75.7%	Up from 75.0%	60.9%	60.0%
Continuing contract teachers	75.7%	Up from 63.0%	83.7%	82.6%
Teachers returning from previous year	85.6%	Down from 86.8%	86.9%	85.6%
Teacher attendance rate	95.5%	Down from 96.4%	95.5%	95.3%
Average teacher salary*	\$52,067	Down 2.4%	\$46,513	\$46,300
Professional development days/teacher	11.1 days	Up from 10.2 days	10.3 days	9.9 days
School				
Principal's years at school	11.0	Up from 10.0	4.5	4.0
Student-teacher ratio in core subjects	25.9 to 1	Up from 21.4 to 1	23.4 to 1	21.5 to 1
Prime instructional time	90.7%	Down from 92.7%	90.5%	90.2%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.9%	Up from 91.0%	99.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$10,004	Up 2.3%	\$7,213	\$7,634
Percent of expenditures for instruction**	64.8%	Up from 64.6%	64.5%	64.0%
Percent of expenditures for teacher salaries**	62.5%	Up from 60.2%	61.8%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Each year, we at Richland Northeast High School welcome the perspective that the State of South Carolina Report Card offers on our progress and our statistical standing among other high schools in the state. Our administration, faculty, and School Improvement Council work hard to help our students reach the markers set for them. We also understand that reaching those markers is only one indication of a quality education, and for that reason we continue to stretch ourselves beyond what is expected. This has been a year of significant changes, both in an expansion of our educational environment and refurbishing of our physical one.

This year we became an International Baccalaureate Candidate School as part of Richland School District Two's IB Continuum. Designated teachers have spent much of the year revamping our curricula to bring them in line with IB standards, with the goal of implementing IB-level coursework in 2011 – 12. As such, we join more than 3,260 schools in 140 countries (more than 945,000 students worldwide). We expect the effect of the IB Programme to be profound, significantly boosting academic achievement throughout the school as we work to meet the program's rigorous standards. We will grant our first IB Diplomas to the Class of 2014.

In addition, we are progressing through a campus wide refurbishment that began in summer 2010. The grant-funded initiative will bring our thirty-three-year-old campus up to date, increasing instructional space and upgrading current facilities as needed.

We continue to accrue honors and awards at the national and regional level. The Magnet Schools of America Association named our lead Convergence Media teacher, Lynn Washington, its 2011 Magnet Teacher of the Year; Ralph Schmidt was one of eight finalists for the Magnet Principal of the Year award. The South Carolina Theatre Association gave Palmetto Center for the Arts Theatre teacher Donna Wilson its Lifetime Service Award.

RNE had five 2011 National Achievement Scholarship Semifinalists and three winners, along with a National Merit Scholarship winner and a finalist for the U.S. Presidential Scholarship. Our Model UN Team took first place for the twentieth time (out of twenty-two years) at the National Model UN competition. Our Student Government won three top awards from the South Carolina Association of Student Councils, and our Theatre Department was once again invited to represent the U.S. at Scotland's Edinburgh Fringe Festival, the fifth time in the past decade. Our NJROTC again competed in the NJROTC Nationals, one of only two teams statewide to qualify. This is just a taste of the year's achievements.

We continue to stress community service, again adopting dozens of families for Families Helping Families, extending our HOPE for the Holidays fall service project into the year-round HOPE 365, and coming together as a school to back the Junior Horizon class's No More Empty Plates campaign to fight hunger. Am I proud of the Cavalier Family? You bet.

Regards,
Ralph Schmidt

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 9 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	40	100	71.4	25.7	2.9	45.7	83.8	82.4	N/A	N/A
Gender										
Male	25	100	N/AV	N/AV	N/AV	40.9	79.2	78.7	N/A	N/A
Female	15	100	61.5	30.8	7.7	53.8	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	93.4	88.9	N/A	N/A
African American	36	100	77.4	19.4	3.2	41.9	79.1	72.9	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	93	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.8	79.3	N/A	N/A
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	N/A	N/A
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	47.8	48.1	N/A	N/A
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.6	78.3	N/A	N/A
Socio-Economic Status										
Subsidized meals	34	100	70	26.7	3.3	43.3	75.6	75.4	N/A	N/A

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	40	100	N/AV	N/AV	N/AV	57.1	81.7	81.9	N/A	N/A
Gender										
Male	25	100	N/AV	N/AV	N/AV	54.5	79.1	79.9	N/A	N/A
Female	15	100	N/AV	N/AV	N/AV	61.5	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	93.5	88.9	N/A	N/A
African American	36	100	N/AV	N/AV	N/AV	54.8	75.7	71.4	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.3	94.6	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78	81.1	N/A	N/A
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	N/A	N/A
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	45.8	47.3	N/A	N/A
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.8	81.4	N/A	N/A
Socio-Economic Status										
Subsidized meals	34	100	N/AV	N/AV	N/AV	63.3	72.7	74.9	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	37	100	N/AV	N/AV	N/AV	39.4	71	68.6
Gender								
Male	23	100	N/AV	N/AV	N/AV	38.1	69.9	68.3
Female	14	100	N/AV	N/AV	N/AV	41.7	72.2	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90	80.7
African American	33	100	N/AV	N/AV	N/AV	37.9	61.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	36.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.2	60.7
Socio-Economic Status								
Subsidized meals	31	100	N/AV	N/AV	N/AV	39.3	57.5	57.3

Social Studies								
All Students	34	100	N/AV	N/AV	N/AV	20	76.5	72.5
Gender								
Male	21	100	N/AV	N/AV	N/AV	21.1	74.4	72
Female	13	100	N/AV	N/AV	N/AV	18.2	78.6	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	89.3	81
African American	30	100	N/AV	N/AV	N/AV	15.4	69.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	29	100	N/AV	N/AV	N/AV	19.2	65.7	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	9	I/S	I/S	I/S	I/S	I/S	75.5	73.2	95.8	97.2
Gender										
Male	6	I/S	I/S	I/S	I/S	I/S	68.9	67.2	95.3	97.2
Female	3	I/S	I/S	I/S	I/S	I/S	82.2	79.4	96.7	97.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	81.5	96.8	97
African American	9	I/S	I/S	I/S	I/S	I/S	69.1	61.3	95.6	97.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	87	97	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	66.7	97.8	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	27	26	96.6	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.5	65.7	97.8	97.2
Socio-Economic Status										
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	64.6	63.2	95.7	96.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	40.6	53.1	6.3	59.4
	8	35	40	78.6	7.1	14.3	21.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	31	100	71.4	25	3.6	28.6
	8	9	I/S	I/S	I/S	I/S	I/S

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	53.1	40.6	6.3	46.9
	8	35	40	N/A	N/A	N/A	21.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	31	100	N/AV	N/AV	N/AV	32.1
	8	9	I/S	I/S	I/S	I/S	I/S

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	53.1	43.8	3.1	46.9
	8	7	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	31	100	N/AV	N/AV	N/AV	39.3
	8	6	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	N/A	N/A	N/A	40.6
	8	7	I/S	I/S	I/S	I/S	I/S
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	31	100	N/AV	N/AV	N/AV	21.4
	8	3	I/S	I/S	I/S	I/S	I/S

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	33	100	42.4	51.5	6.1	57.6
	8	36	97.2	45.7	51.4	2.9	54.3
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	9	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample